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Social impact and TVET-business joined up initiatives for vulnerable youth and women to boost local socio-economic development and social innovation in Egypt and Palestine

Self-assessment Tool

**WP2: VET ecosystem's capabilities
reinforcement and strengthening of
sustainability**

Project no. 101183299101183299



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Scope

The VET4 Social Impact (VET4SI) self-assessment tool is a strategic instrument designed to reinforce and transform the Technical Vocational Education and Training (TVET) ecosystems in Egypt and Palestine.

Adapted from the European Training Foundation (ETF) Conceptual Framework for Entrepreneurial Centres of Vocational Excellence (EntreCoVE), this tool enables VET providers to evaluate their progress in adopting an entrepreneurial mindset across four core dimensions: Organisational Practices, Teaching and Learning, Products and Services, and the Ecosystem.

The primary objective is to empower at least ten organisations, five in Egypt and five in Palestine, to identify institutional strengths and areas for improvement. By engaging a diverse team (including management, staff, and learners) in a coach-led reflection process, organisations move beyond simple data collection to a collective dialogue that fosters social innovation and systemic change.

The process concludes with a Reflections Report, which serves as a strategic roadmap for the institution to enhance its competitiveness and sustainability, ultimately positioning it as a key partner in local development clusters aimed at supporting vulnerable groups like women and youth.

Project summary

VET4 Social Impact is a Capacity Building initiative in the field of Vocational Education and Training (VET), funded under the Erasmus+ programme, which aims to reinforce and transform the **TVET ecosystems in Egypt and Palestine**. By promoting an entrepreneurial culture, fostering the creation of **vocational clusters**, and enhancing the **quality, accessibility, and inclusiveness** of VET-business services, the project seeks to generate **positive socio-economic impact** at the local level, particularly for **vulnerable groups** such as women and youth.

Rooted in the long-standing engagement of VIS and its partners in the Southern Mediterranean region, the project aligns with key regional strategies such as the **EU's New Agenda for the Mediterranean** and the **Economic and Investment Plan for the Southern Neighbours**, as well as with national development priorities in both Egypt and Palestine in the areas of education, employment, and social innovation.

At the core of VET4 Social Impact lies the ambition to establish **Quadruple Helix model-based ecosystems**—connecting **TVET providers, businesses, policymakers, and civil society**—that are capable of driving **social innovation**. This concept frames innovation not merely as technological advancement, but as the capacity to respond creatively and sustainably to complex societal challenges. In this perspective, **entrepreneurship becomes a strategic tool**, not only for individual empowerment but also for systemic change, particularly when linked to vocational training and anchored in community needs.



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To operationalise this vision, the project will implement the **Centres of Vocational Excellence (CoVE) model** and apply the **EntreComp framework** in both countries, drawing inspiration from the experience of the **European Training Foundation (ETF)** in Tunisia and capitalising on the consortium's expertise. **EntreComp** will serve as a flexible, integrative tool to design educational pathways, define evaluation criteria, and build **Entrepreneurial Centres for Vocational Excellence (EntreCoVEs)** that will enable the development of entrepreneurial skills as a core element of the local VET-business ecosystem.

The project consortium brings together a diverse and complementary set of actors from Europe and the South Mediterranean region, reflecting a strong commitment to co-design and implement impactful solutions within the TVET ecosystem. It includes **TVET providers** such as CNOS-FAP, CARDET; **Policy makers** in the VET environment such as NTC, BCCI, CEEBA; **NGOs** with longstanding experience in EU-Middle East cooperation and capacity building, including VIS, AKMI, and CARDET; as well as **universities** like BU and **networks of experts in business development** and social entrepreneurship—namely BU, CNOS-FAP, CEEBA, and CARDET. These partners are already active in Egypt and Palestine and have been collaborating to develop integrated strategies for capacity development and institutional strengthening, aimed at reinforcing the link between vocational training and socio-economic development. Their joint work is embedded in multi-stakeholder partnerships that VIS and its allies have helped establish locally, and which form the basis for a more enabling and sustainable **VET-business environment**.

Building on these synergies, the project articulates a comprehensive framework of **technical capacity building and organisational development**, strategically oriented toward improving the quality and effectiveness of VET services at the systemic level. This collaborative foundation is crucial for achieving the project's objectives, which are structured across both short- and medium-term horizons.

In the **short term**:

- Upskill the capabilities of local TVET key actors to become more competitive, sustainable and efficient thanks to the adoption of an entrepreneurial mindset – WP2
- Enhance innovation in the entrepreneurship and self-employment sector, focusing on social enterprise, self-employment and Social Impact Evaluation as an effective mean of socio-economic development – WP3

In the **medium term**:

- Enable the environment for vocational clusters of tourism to deliver horizontally integrated and joined-up innovative and effective-proved TVET-business services, hooked up to public policies and impacting on the local socio-economic development. – WP4
- To endorse quality processes, consistent advocacy and awareness-raising strategies at policy level, aiming to bring sustainable changes and to mainstream the evaluation of social impact in all the processes, policies of the sector– WP5.

The project is divided into 5 working packages, for which different partners will be responsible, as outlined below.

WP1: Project Management and Coordination (lead by VIS)



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WP1 describes the work processes, flows, tasks, responsibilities, timing and resources planned to fully put in place the VET4 Social Impact framework, with reference to the governance (vocational clusters), financial & operational management, coordination, quality assurance and MEAL of the project.

WP2: VET ecosystem's capabilities reinforcement and strengthening of sustainability (lead by CARDET)

Objective is to build up and upskill the capabilities aimed at re-enforcing key actors of VET ecosystem to become more competitive, sustainable and efficient thanks to the adoption of an entrepreneurial mindset.

WP3: Innovation through social entrepreneurship and social impact evaluation (lead by BU)

Objective is to enhance innovation in the entrepreneurship and self-employment sector, focusing on social enterprise, self-employment and Social Impact Evaluation as an effective means of socio-economic development.

WP4: Pilot initiatives on relevant economic clusters (lead by CEEBA)

Objective is to enable the environment for vocational clusters to deliver horizontally integrated and joined-up innovative and effective-proved TVET-business services, which are hooked up to public policies and are most likely to impact on the local socio-economic development.

WP5: Impact and dissemination (lead by AKMI)

Objective is to endorse quality processes, consistent advocacy and awareness-raising strategies inside the consortium (at local, regional and interregional levels) and at the policy level, aiming to bring sustainable changes and to mainstream the evaluation of social impact in all the processes, policies and actions related to social entrepreneurship, job insertion and business development.



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Introduction

Context: The ETF’s Conceptual Framework

[The Conceptual Framework of Entrepreneurial Centres of Vocational Excellence \(EntreCoVE\)](#) was developed by the European Training Foundation (ETF) to define what it means for a vocational institution to be truly "entrepreneurial". Published in April 2024, the framework is the result of years of collaboration with a partnership of vocational centres across the Southern Mediterranean and Eastern Europe.

The framework addresses the need for vocational institutions to move beyond traditional technical training. In a rapidly changing global economy, VET centres must become "learning organisations" that drive innovation and create social, cultural, or financial value for their communities. It was designed to help these centres adapt to societal needs, promote the green and digital transitions, and foster an entrepreneurial mindset among both staff and learners.

The framework organises the entrepreneurial life of an institution into four interconnected dimensions:

- **Organisational Practices:** How the centre’s strategy, leadership, and financial mechanisms support innovation.
- **Teaching and Learning:** The integration of the EntreComp framework and the use of real-world, project-based pedagogy.
- **Products and Services:** The delivery of research, consulting, and business incubation services to external partners.
- **Ecosystem:** How the centre builds formal networks with businesses, policymakers, and civil society (the Quadruple Helix model).

A central pillar of this framework is the Self-assessment Tool for Entrepreneurial CoVEs. It serves as the starting point of a "transformative journey," allowing institutions to reflect on their existing infrastructure and expertise, and identify the areas they need to improve on. Through this process, the tool helps decision-makers set measurable objectives and develop actionable plans for the future of their institution.

Adaptation for the VET4 Social Impact project

Building on this foundation, the VET4 Social Impact project has adapted the EntreCOVE’s Self-Assessment Tool, developing the present self-assessment tool (or “reflection tool”), to specifically address the needs of TVET centres in Egypt and Palestine. The purpose of this adaptation is to support local stakeholders and VET centres in Egypt and Palestine to reflect on the journey of becoming more entrepreneurial, by guiding them to critically reflect on their own practices, identify their strong areas, the areas they can improve, and plan their own development strategies. This self-assessment process will enable VET centres to adopt an entrepreneurial mindset, in order to become more competitive, sustainable, and efficient.

By implementing this tool, the project aims to achieve several strategic goals:



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- To reinforce the capabilities of VET providers in Egypt and Palestine, helping them transform into entrepreneurial centres.
- To use entrepreneurship as a strategic tool for systemic change, specifically addressing the needs of vulnerable groups such as women and youth.
- To foster the creation of "Quadruple Helix" ecosystems where VET centres, businesses, policymakers, and civil society co-design impactful solutions.
- To apply the EntreComp framework as a flexible tool for defining evaluation criteria and designing educational pathways across the region.

Purpose and methodology

As it is explained in the EntreCoVE, the process of transforming into a more entrepreneurial institution requires vision, collective effort and strong commitment. The purpose of this self-assessment tool is to help VET institutions in Egypt and Palestine evaluate their current progress in adopting an entrepreneurial mindset across their operations.

The purpose of the tool is to guide institutions to critically reflect on their practices, identify their strengths and areas they need to improve and plan their development strategies. The self-assessment tool is a reflection-based instrument. Its significance does not lie only in the data it generates but also in its potential to engage stakeholders, including educators, students, administrators and industry partners, in a collective dialogue within the implementation of the self-assessment tool.

The tool is not designed to provide a definitive, one-time analysis. Using the tool regularly, the self-assessment can be repeated over time in order to develop a clear progress roadmap. It can act as a catalyst for ongoing discussions regarding the challenges and opportunities in fostering entrepreneurship and nurturing essential skills.

Target groups

The target groups for this self-assessment tool are organizations of VET provision and local development across Egypt and Palestine. Specifically, the project aims to complete ten (10) institutional assessments with five (5) organisations in Egypt and five (5) in Palestine. These target groups primarily consist of TVET centres and Vocational Training Centres (VTC), but also universities, chambers of commerce, and education or employment agencies. By engaging these institutions, the tool seeks to help them become strategic partners in multi-actor clusters that drive social innovation and socio-economic growth within their local ecosystems.



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Structure of the self-assessment tool

Four dimensions

Following the example of the EntreCoVE's Self-assessment Tool for Entrepreneurial CoVEs, the VET4 Social Impact self-assessment tool is structured around **four key dimensions**:

- 1. Organisational practices:** This dimension refers to the degree to which entrepreneurial elements and activities are evident in the vision, strategy and operational structure of the organisation, in its financing mechanisms, its human resource management and in its processes monitoring work and internal communications.
- 2. Teaching and learning processes:** This dimension refers to the degree to which entrepreneurial features are evident in the pedagogical approaches, learner engagement and overall teaching and learning approaches of the organisation.
- 3. Products and services:** The products and services dimension refer to the degree to which entrepreneurial features are evident in the design and delivery of the organisation's offerings to external actors such as enterprises, governments, and organisations (e.g. research and consultancy services, skills development, etc.).
- 4. Ecosystem:** The ecosystem dimension refers to how an organisation demonstrates distinguished and essential features of an entrepreneurial centre, as they engage with key stakeholders, enterprises and partners during network building, advocacy activities and development of internationalisation strategies and activities.

Statements / Indicators

The tool is also structured in a collection of statements/indicators for each dimension, in order to support teams reflecting on their organisation's status. Organisational Practices indicators examine the "internal engine", including formal strategies, leadership support, and diverse revenue generation. Teaching and Learning Processes indicators assess the educational experience, focusing on the integration of EntreComp, project-based pedagogy linked to industry problems, and the inclusion of Sustainable Development Goals. Products and Services indicators measure the centre's external value through applied research, start-up incubation, and innovation consulting. Ecosystem Engagement indicators track the centre's connectedness via stakeholder co-design, work-based learning, and strategic external communication.

Development stages

These statements/indicators are ranked into **three development stages**, Foundational, Developing and Mature:

Foundational: The first phase in the life cycle of activities. These activities are conducted on a primary and fundamental level and an ad hoc basis. The organisation has limited examples to demonstrate for this particular dimension, and might only be starting out on its journey in terms of this particular indicator and dimension.



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Developing: The progress achieved compared to the previous stage (Foundational). The organisation can demonstrate several good examples in a particular area, and its activities are put into practice regularly. There are also some examples of turning ideas into actions from various areas of the institution.

Mature: The exceptional high-level activities and/or initiatives that are conducted on a systematic level. An organisation can demonstrate several excellent examples of this indicator which clearly document the solid commitment of the centre in creating value and dealing with complex challenges in the local and global ecosystem they operate.

If no activity is undertaken at all in a given dimension, this can be specified during the assessment.

To support and guide organisations during implementation, the self-assessment tool provides an example for each of the four dimensions, as a possible indicative activity that demonstrates that stage.

Open statements/indicators

In line with the VET4 Social Impact objective to co-design solutions that respond creatively to societal challenges, and following the example of the EntreCoVE's tool, the self-assessment tool includes a flexible "Open Statement/Indicator" section. At the end of each of the four dimensions, there is an empty row designated for the institution to propose its own unique statements or indicators. This feature allows VET centres to document specific entrepreneurial activities that are not covered by the standard framework but are vital to their local context in Egypt or Palestine, such as initiatives specifically supporting vulnerable youth or women. It is encouraged to add as many rows as necessary to fully capture the breadth of the organisation's innovation and its specific role within the local VET-business ecosystem.

To better comprehend the elements of the self-assessment tool, below is a table showcasing the four dimensions and their key areas, the statements/indicators for each dimension and key area (including the original ETF statement/indicator and the adapted), and the four development stages with examples as possible indicative activities.



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| Dimension | Key Area | Original ETF Statement | Adapted Measurable Statement | Foundational (1) | Developing (2) | Mature (3) |
|--------------------------|------------|--|---|---|---|---|
| Organisational Practices | Strategy | There is a strategy where entrepreneurial objectives and activities are clearly defined. | Our institution has a formal strategy document that explicitly lists entrepreneurial targets. | There is no formal strategy or, the strategy includes some objectives linked to entrepreneurial activity. | Strategy clearly defines objectives with a specific action plan. | Strategy sets entrepreneurship as a key priority with a monitoring plan. |
| | Leadership | The leadership team is supportive of innovation and entrepreneurial activity | The management team provides documented support (i.e., budget/time) for innovation projects. | The management team understands the importance but examples of support are limited. | The management team motivates the team to implement activities with value creation. | The management team actively participates in activities as a key priority. |
| | Rewards | Staff are recognised and rewarded for their entrepreneurial competences, | Entrepreneurial achievements are a formal criterion in the staff appraisal process. | Incentives for entrepreneurial activities are provided on an informal basis. | The institution follows a written formal award policy for staff. | Entrepreneurial activity is an integral part of staff evaluation and promotion. |



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| Dimension | Key Area | Original ETF Statement | Adapted Measurable Statement | Foundational (1) | Developing (2) | Mature (3) |
|-----------|------------------|--|--|---|--|---|
| | | activities and excellence in teaching and service. | | | | |
| | Monitoring | There is strong internal monitoring and communication of entrepreneurial vision and actions. | Our institution uses specific, measurable indicators (KPIs) to track entrepreneurial progress. | There is an informal monitoring plan but no clear indicators to track entrepreneurial progress. | There are clear indicators in the internal monitoring plan for activities of entrepreneurial progress. | Indicators are clearly defined, implemented, and tied to performance of entrepreneurial progress. |
| | Revenue | The CoVE is entrepreneurial in generating revenue from the diversity of sources | Our institution generates revenue from a diversity of sources other than a single funding. | Revenue is primarily based on one funding source. | Revenue is derived from alternative sources in some cases (e.g., innovation projects). | Our institution has a diversity of sources generating revenue (e.g., startups, projects, ventures, services). |
| | Digital Strategy | There is a digital strategy linked to entrepreneurial activities and | Our institution has a formal digital roadmap that supports our | Our institution follows an informal digital strategy with limited links to | A digital strategy is in place and uses digital tools to increase | Our institution is fully digital in its governance and operations, offering |



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| Dimension | Key Area | Original ETF Statement | Adapted Measurable Statement | Foundational (1) | Developing (2) | Mature (3) |
|---------------------|-----------|--|---|---|---|---|
| | | vision. | entrepreneurial objectives. | entrepreneurial vision. | efficiency in communication or product management. | online learning based on a concrete entrepreneurial roadmap. |
| Teaching & Learning | Curricula | The EntreComp competencies are integrated across the curricula. | Our training programs integrate the EntreComp competencies. | Some courses and programmes integrate EntreComp in the curriculum. | Several programmes integrate EntreComp and staff training is offered. | The majority of programmes integrate EntreComp and staff are evaluated on it. |
| | Pedagogy | Teaching and learning are based on real-world, collaborative, project-based, and authentic learning. | Our institution facilitates learning where students solve real industry problems. | In some courses, staff use methods connecting curricula to the world of work. | Around half of our programmes use collaborative learning in a real context. | The majority of our programmes connect learning with the real world. |
| | SDGs | Entrepreneurial activities and actions are encouraged that | Our entrepreneurial projects and activities address SDGs. | Some of our projects and activities address SDGs, but it is not | Staff are engaged in projects and activities linked to | SDGs are part of our projects and activities with explicit entrepreneurial links. |

| Dimension | Key Area | Original ETF Statement | Adapted Measurable Statement | Foundational (1) | Developing (2) | Mature (3) |
|-----------|----------|---|---|---|---|---|
| | | address the Sustainable Development Goals. | | an established practice. | SDGs (e.g., social entrepreneurship). | |
| | Practice | Provides opportunities to learners to practice their entrepreneurial competences (e.g. applied projects, entrepreneurship competitions, etc). | Our institution provides opportunities to learners to practice their entrepreneurial competences. | Our institution offers some opportunities for students to develop entrepreneurial competencies. | Our institution regularly offers several opportunities for students to develop entrepreneurial competencies (e.g., extra-curricular). | A structured plan exists to provide practice students with opportunities both intra and extra-curricular to develop entrepreneurial competencies. |
| | Guidance | Career guidance and advice is offered to address entrepreneurial activities. | Career guidance and advice is offered to students/staff to address entrepreneurial activities. | Career guidance is offered to students/staff but with limited connection to entrepreneurial activity. | Guidance service supports students/staff through workshops and activities. | Formal guidance and consulting support students/staff as future employees or entrepreneurs. |



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| Dimension | Key Area | Original ETF Statement | Adapted Measurable Statement | Foundational (1) | Developing (2) | Mature (3) |
|---------------------|-----------------|---|---|---|---|--|
| Products & Services | Research | Collaboration with enterprises and other stakeholders for applied research projects which are linked directly or indirectly with entrepreneurial aspects. | Our institution actively collaborates with enterprises for applied research projects. | There is no or some non-formal collaboration with enterprises for applied research projects. | Our institution runs several applied research projects with enterprises. | Our institution attempts intensive, formal collaboration with enterprises for applied research projects. |
| | R&D Integration | Research and development are linked with the entrepreneurial vision and fit into the overall products and services offered by the CoVE. | Our research and innovation activities are designed to create value and drive our strategic entrepreneurial objectives. | Research is conducted but does not always fit into the overall products and services offered. | Several departments engage in research linked to the vision, and a research plan is in place but not monitored regularly. | Research and innovation drive strategic objectives; a research plan with clear indicators is evaluated annually to create value. |
| | Markets | Innovative services and products are designed and | Innovative services and products in our institution are | Our institution has few innovative services are offered, serving | Several innovative services of our institution serve local, national, | Our institution's services are fully aligned with international needs |



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| Dimension | Key Area | Original ETF Statement | Adapted Measurable Statement | Foundational (1) | Developing (2) | Mature (3) |
|------------|--------------|---|---|---|---|--|
| | | offered to serve the market needs. | designed to serve the market needs. | mainly local needs. | and regional markets. | and impact is measured. |
| | Incubation | There is a plan and financing mechanism for business incubators and support of start-ups. | Our institution has a plan and financing mechanism for business incubators and start-ups. | Our institution has no strategy for start-up support, or it is given sporadically on an ad-hoc basis. | Start-ups and spin-offs are encouraged and financed based on guidelines in our institution. | Our institution follows a strategy for creating start-ups with a specific annual fund for start-ups. |
| | Consulting | The CoVE offers technology transfer and innovation consulting services in line with its entrepreneurial vision. | Our institution offers tech transfer and innovation consulting services. | Our institution offers limited technology transfer or consulting services. | Consulting services align with some aspects of the entrepreneurial vision. | Consulting is fully aligned with the vision and creates monitored value. |
| Ecossystem | Stakeholders | The CoVE implements its entrepreneurial | Our institution implements its vision | Relevant stakeholders are | Stakeholders are regularly engaged | Strong partnerships exist based on formal, long-term |

| Dimension | Key Area | Original ETF Statement | Adapted Measurable Statement | Foundational (1) | Developing (2) | Mature (3) |
|-----------|------------|---|---|--|---|---|
| | | vision in close collaboration with key stakeholders. | in close collaboration with stakeholders. | engaged only on a limited scale. | in the co-design of activities. | strategic agreements. |
| | Networking | The CoVE has a strong network with key private and public stakeholders and participates in ecosystem entrepreneurial events and activities. | Our institution has a strong network with key stakeholders and participation in ecosystem activities. | Our institution is lightly connected, participating in limited local entrepreneurial events. | Our institution provides guidelines for participation in several ecosystem events for entrepreneurship. | Our institution has a leading role for network building and ecosystem activities and events. |
| | WBL | The CoVE collaborates with enterprises for engaging in internships, trainee placements, and Work-based learning (WBL) activities. | Our institution collaborates with enterprises for internships and/or work-based learning (WBL). | Internship opportunities are offered mainly on an ad-hoc basis. | Regular collaboration with regional stakeholders provides WBL placements. | Collaboration with enterprises for internships and/or work-based learning is part of the strategic plan and is monitored regularly. |



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| Dimension | Key Area | Original ETF Statement | Adapted Measurable Statement | Foundational (1) | Developing (2) | Mature (3) |
|-----------|---------------|---|--|---|--|---|
| | Communication | There is strong external communication of entrepreneurial vision and actions. | Our institution has a strong external communication of entrepreneurial vision and actions. | Some communication activities are conducted, mainly at a local level. | Several communication activities are conducted via an informal plan. | A well-structured plan exists including media and campaigns; reviewed annually. |



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Preparation Guidelines

Before the assessment begins, the organisation must establish a clear team structure and ensure all participants understand their specific roles.

The successful self-assessment relies on the collaboration of three distinct groups:

- **Local coaches and staff:** Each organisation appoints at least one staff member to this role, ideally an individual who participated in the previous **Entrepreneurial Centres of Vocational Excellence (EntreCoVE) Training Programme**. These individuals attend the online webinar delivered by CARDET and lead the process by forming and guiding the "assessment team" within their organisation.

*To launch the activity, **CARDET delivers an online webinar** specifically for the local coaches and staff. This session provides the necessary guidance on how to administer the tool, and prepare the respective Reflections Report.*

- **Assessment teams:** Each organization establishes an internal team that will be engaged in this initiative. These teams are responsible for the actual completion of the self-reflection. Key stakeholders must be engaged in the process. To ensure a balanced perspective, each team should include representatives from:
 - **Management team:** To provide strategic and financial insights.
 - **Teaching staff:** To evaluate pedagogical methods and curricula.
 - **Administrative staff:** To assess internal processes and efficiency.
 - **Learners:** To provide the essential perspective on the student experience and entrepreneurship practice.
- **Project partners:** Partners in Palestine and Egypt provide overarching support to the local coaches and staff. They ensure the tool is applied in a way that meets both the project's technical requirements and the local needs of the community.



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Implementation Guidelines

Following the preparatory phase, and the formation of the assessment team, the self-assessment is carried out through four interconnected steps:

Step 1: Distribution of reflection tool and completion

The local coach distributes the tool to the members of the assessment team within their organisation. The team reviews the VET4 Social Impact self-assessment tool, the [EntreCoVE Conceptual Framework](#), and any other relevant institutional documents before beginning their work. During this step, the assessment team provides its initial reflections on the institution's current stage (Foundational, Developing, or Mature) for each indicator in the four key dimensions.

The VET4 Social Impact self-assessment tool template can be found in **ANNEX I**.

Step 2: Meeting with the coach for reflections

Once the initial feedback is collected, the team meets with the local coach. The coach facilitates an open, collective dialogue regarding the challenges and opportunities identified. The coach helps the team to:

- Discuss differing viewpoints on the institution's entrepreneurial progress.
- Identify specific barriers preventing the institution from reaching a more **"Mature"** stage.
- Brainstorm innovative solutions and action steps that align with local community needs.

Step 3: Revision and finalisation

During the coaching session, reflections are refined and the team reaches a consensus on the final levels for each indicator. The assessment team provides concrete examples or evidence of their institution's practices in the "Comments" section. This is also the stage where the tool is finalised by incorporating any custom indicators added in the open statements/indicators section. This ensures the final document is a true reflection of the organisation's unique situation in Egypt or Palestine.

Step 4: Preparation of the report

The process concludes with the preparation of a brief Reflections Report. This document summarises the scores for each dimension, highlights key strengths, identifies areas that need improvement, and outlines barriers to improvement, as well as a clear action plan to address these barriers. This report is a vital outcome, as it helps the organisation become a strategic partner in local development clusters.

The Reflections Report template can be found in **ANNEX II**.



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Privacy and Data Protection Statement

1. Data collection and purpose

The VET4 Social Impact (VET4SI) consortium collects specific administrative data to facilitate the implementation of the self-assessment tool. This includes:

- the official name of the participating organisation, the city, country and profile of the organisation
- the name and email address of the appointed Local Coach/Staff member
- the profile of the Assessment Team Members (names are optional)

This information is used **solely for project coordination**, providing technical support, and verifying the completion of at least 10 required institutional assessments (5 in Egypt and 5 in Palestine).

2. Internal confidentiality

All identifying information (including organisation names and contact details) will remain strictly confidential within the project consortium. This data will not be shared with external third parties, nor will it be published in any public-facing materials.

3. Anonymisation of Reflections Reports

The Reflections Reports (Annex II of the VET4SI Self-assessment Tool) generated during Step 4 of the implementation process will be treated as **anonymous documents**. When these findings are consolidated into the final project report for the European Commission:

- organisation names will be replaced with generic identifiers (e.g., "Organisation 1", "Organisation 2")
- institutional profiles (e.g., "private TVET centre," "public university," "medium-sized vocational school") will be the only indicators used to provide context for the findings

4. Data Storage and Retention

All data is stored securely in compliance with the General Data Protection Regulation (GDPR) and the project's quality assurance framework. Data will be retained only for the duration necessary to meet the audit and reporting requirements of the Erasmus+ programme.



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Timeframe

Below is the timeframe for the activities related to the VET4 Social Impact self-assessment tool.

| What | Who | When |
|---|---|--------------------------|
| Online Webinar | CARDET facilitates - Local coaches and staff participate | 26 March 2026 |
| Self-assessment tool implementation (Steps 1-3) | Assessment teams and local coaches and staff | April 2026 |
| Preparation of Reflections Report (Step 4) | Assessment teams and local coaches and staff | Submitted by 15 May 2026 |
| Preparation of Consolidated Report and submission to the EC | CARDET | June 2026 |



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ANNEX I – Self-assessment Tool

Instructions: Reflect on the statements/indicators below for each key dimension and key area, and select one of the three stages that correspond to your organisation's reality by completing the table below. For each of the three stages, there is an indicative example of an activity that demonstrates that stage. Please note that there can be other examples. In the last column (Comments – Examples), provide a comment and an example demonstrating the stage you selected for your organisation for each statement/indicator, and feel free to propose and present other examples that you think better describe the stage in which you believe your organisation should be placed.

| Area | Statements/Indicators | Foundational (1) <i>Just starting on working in this area</i> | Developing (2) <i>Made good progress and have some good examples to show</i> | Mature (3) <i>At an exceptionally high level with several excellent examples demonstrating this element</i> | Level (1-3) <i>Mark the number of the level you believe your institution is placed</i> | Comments – Examples <i>Briefly comment and provide an example demonstrating the level you selected for your ins for this indicator</i> |
|--|---|---|---|--|---|---|
| Dimension: Organisational Practices | | | | | | |
| Strategy | Our institution has a formal strategy document that explicitly lists entrepreneurial targets. | There is no formal strategy or, the strategy includes some objectives linked to entrepreneurial activity. | Strategy clearly defines objectives with a specific action plan. | Strategy sets entrepreneurship as a key priority with a monitoring plan. | | |
| Leadership | The management team provides | The management team understands | The management team motivates | The management team actively | | |



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| Area | Statements/Indicators | Foundational (1) <i>Just starting on working in this area</i> | Developing (2) <i>Made good progress and have some good examples to show</i> | Mature (3) <i>At an exceptionally high level with several excellent examples demonstrating this element</i> | Level (1-3) <i>Mark the number of the level you believe your institution is placed</i> | Comments – Examples <i>Briefly comment and provide an example demonstrating the level you selected for your ins for this indicator</i> |
|-------------------------|--|--|--|--|---|---|
| | documented support (i.e., budget/time) for innovation projects. | the importance but examples of support are limited. | the team to implement activities with value creation. | participates in activities as a key priority. | | |
| Awards | Entrepreneurial achievements are a formal criterion in the staff appraisal process. | Incentives for entrepreneurial activities are provided on an informal basis. | The institution follows a written formal award policy for staff. | Entrepreneurial activity is an integral part of staff evaluation and promotion. | | |
| Monitoring | Our institution uses specific, measurable indicators (KPIs) to track entrepreneurial progress. | There is an informal monitoring plan but no clear indicators to track entrepreneurial progress. | There are clear indicators in the internal monitoring plan for activities of entrepreneurial progress. | Indicators are clearly defined, implemented, and tied to performance of entrepreneurial progress. | | |
| Digital Strategy | Our institution has a formal digital roadmap that supports our entrepreneurial objectives. | Our institution follows an informal digital strategy with limited links to entrepreneurial vision. | A digital strategy is in place and uses digital tools to increase efficiency in communication or product management. | Our institution is fully digital in its governance and operations, offering online learning based on a concrete entrepreneurial roadmap. | | |



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| Area | Statements/Indicators | Foundational (1) <i>Just starting on working in this area</i> | Developing (2) <i>Made good progress and have some good examples to show</i> | Mature (3) <i>At an exceptionally high level with several excellent examples demonstrating this element</i> | Level (1-3) <i>Mark the number of the level you believe your institution is placed</i> | Comments – Examples <i>Briefly comment and provide an example demonstrating the level you selected for your ins for this indicator</i> |
|---|--|---|--|---|--|--|
| Revenue | Our institution generates revenue from a diversity of sources other than a single funding. | Revenue is primarily based on one funding source. | Revenue is derived from alternative sources in some cases (e.g., innovation projects). | Our institution has a diversity of sources generating revenue (e.g., startups, projects, ventures, services). | | |
| [Enter here a statement/indicator that demonstrates entrepreneurial activity. Add rows as needed] | | | | | | |
| | | | | Total score: | | |



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| Area | Statements/Indicators | Foundational (1) <i>Just starting on working in this area</i> | Developing (2) <i>Made good progress and have some good examples to show</i> | Mature (3) <i>At an exceptionally high level with several excellent examples demonstrating this element</i> | Level (1-3) <i>Mark the number of the level you believe your institution is placed</i> | Comments – Examples <i>Briefly comment and provide an example demonstrating the level you selected for your ins for this indicator</i> |
|---|---|--|--|--|---|---|
| Dimension: Teaching and Learning | | | | | | |
| Curricula | Our training programs integrate the EntreComp competencies. | Some courses and programmes integrate EntreComp in the curriculum. | Several programmes integrate EntreComp and staff training is offered. | The majority of programmes integrate EntreComp and staff are evaluated on it. | | |
| Pedagogy | Our institution facilitates learning where students solve real industry problems. | In some courses, staff use methods connecting curricula to the world of work. | Around half of our programmes use collaborative learning in a real context. | The majority of our programmes connect learning with the real world. | | |
| SDGs | Our entrepreneurial projects and activities address SDGs. | Some of our projects and activities address SDGs, but it is not an established practice. | Staff are engaged in projects and activities linked to SDGs (e.g., social entrepreneurship). | SDGs are part of our projects and activities with explicit entrepreneurial links. | | |
| Practice | Our institution provides opportunities to learners to practice their entrepreneurial competences. | Our institution offers some opportunities for students to develop | Our institution regularly offers several opportunities for students to | A structured plan exists to provide practice students with opportunities both intra and | | |

| Area | Statements/Indicators | Foundational (1) <i>Just starting on working in this area</i> | Developing (2) <i>Made good progress and have some good examples to show</i> | Mature (3) <i>At an exceptionally high level with several excellent examples demonstrating this element</i> | Level (1-3) <i>Mark the number of the level you believe your institution is placed</i> | Comments – Examples <i>Briefly comment and provide an example demonstrating the level you selected for your ins for this indicator</i> |
|---|--|---|---|--|---|---|
| | | entrepreneurial competencies. | develop entrepreneurial competencies (e.g., extra-curricular). | extra-curricular to develop entrepreneurial competencies. | | |
| Guidance | Career guidance and advice is offered to students/staff to address entrepreneurial activities. | Career guidance is offered to students/staff but with limited connection to entrepreneurial activity. | Guidance service supports students/staff through workshops and activities. | Formal guidance and consulting support students/staff as future employees or entrepreneurs. | | |
| [Enter here a statement/indicator that demonstrates entrepreneurial activity. Add rows as needed] | | | | | | |
| | | | | Total score: | | |

| Area | Statements/Indicators | Foundational (1) <i>Just starting on working in this area</i> | Developing (2) <i>Made good progress and have some good examples to show</i> | Mature (3) <i>At an exceptionally high level with several excellent examples demonstrating this element</i> | Level (1-3) <i>Mark the number of the level you believe your institution is placed</i> | Comments – Examples <i>Briefly comment and provide an example demonstrating the level you selected for your ins for this indicator</i> |
|---|---|---|---|--|---|---|
| Dimension: Products and Services | | | | | | |
| Research | Our institution actively collaborates with enterprises for applied research projects. | There is no or some non-formal collaboration with enterprises for applied research projects. | Our institution runs several applied research projects with enterprises. | Our institution attempts intensive, formal collaboration with enterprises for applied research projects. | | |
| R&D Integration | Our research and innovation activities are designed to create value and drive our strategic entrepreneurial objectives. | Research is conducted but does not always fit into the overall products and services offered. | Several departments engage in research linked to the vision, and a research plan is in place but not monitored regularly. | Research and innovation drive strategic objectives; a research plan with clear indicators is evaluated annually to create value. | | |
| Markets | Innovative services and products in our institution are designed to serve the market needs. | Our institution has few innovative services are offered, serving mainly local needs. | Several innovative services of our institution serve local, national, and regional markets. | Our institution's services are fully aligned with international needs and impact is measured. | | |



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| Area | Statements/Indicators | Foundational (1) <i>Just starting on working in this area</i> | Developing (2) <i>Made good progress and have some good examples to show</i> | Mature (3) <i>At an exceptionally high level with several excellent examples demonstrating this element</i> | Level (1-3) <i>Mark the number of the level you believe your institution is placed</i> | Comments – Examples <i>Briefly comment and provide an example demonstrating the level you selected for your ins for this indicator</i> |
|---|---|---|---|---|--|--|
| Incubation | Our institution has a plan and financing mechanism for business incubators and start-ups. | Our institution has no strategy for start-up support, or it is given sporadically on an ad-hoc basis. | Start-ups and spin-offs are encouraged and financed based on guidelines in our institution. | Our institution follows a strategy for creating start-ups with a specific annual fund for start-ups. | | |
| Consulting | Our institution offers tech transfer and innovation consulting services. | Our institution offers limited technology transfer or consulting services. | Consulting services align with some aspects of the entrepreneurial vision. | Consulting is fully aligned with the vision and creates monitored value. | | |
| [Enter here a statement/indicator that demonstrates entrepreneurial activity. Add rows as needed] | | | | | | |
| | | | | Total score: | | |



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| Area | Statements/Indicators | Foundational (1) <i>Just starting on working in this area</i> | Developing (2) <i>Made good progress and have some good examples to show</i> | Mature (3) <i>At an exceptionally high level with several excellent examples demonstrating this element</i> | Level (1-3) <i>Mark the number of the level you believe your institution is placed</i> | Comments – Examples <i>Briefly comment and provide an example demonstrating the level you selected for your ins for this indicator</i> |
|-----------------------------|---|--|---|---|---|---|
| Dimension: Ecosystem | | | | | | |
| Stakeholders | Our institution implements its vision in close collaboration with stakeholders. | Relevant stakeholders are engaged only on a limited scale. | Stakeholders are regularly engaged in the co-design of activities. | Strong partnerships exist based on formal, long-term strategic agreements. | | |
| Networking | Our institution has a strong network with key stakeholders and participation in ecosystem activities. | Our institution is lightly connected, participating in limited local entrepreneurial events. | Our institution provides guidelines for participation in several ecosystem events for entrepreneurship. | Our institution has a leading role for network building and ecosystem activities and events. | | |
| WBL | Our institution collaborates with enterprises for internships and/or work-based learning (WBL). | Internship opportunities are offered mainly on an ad-hoc basis. | Regular collaboration with regional stakeholders provides WBL placements. | Collaboration with enterprises for internships and/or work-based learning is part of the strategic plan and is monitored regularly. | | |
| Communication | Our institution has a strong external communication of | Some communication activities are | Several communication activities are | A well-structured plan exists including media | | |



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| Area | Statements/Indicators | Foundational (1) <i>Just starting on working in this area</i> | Developing (2) <i>Made good progress and have some good examples to show</i> | Mature (3) <i>At an exceptionally high level with several excellent examples demonstrating this element</i> | Level (1-3) <i>Mark the number of the level you believe your institution is placed</i> | Comments – Examples <i>Briefly comment and provide an example demonstrating the level you selected for your ins for this indicator</i> |
|---|-------------------------------------|---|--|---|--|--|
| | entrepreneurial vision and actions. | conducted, mainly at a local level. | conducted via an informal plan. | and campaigns; reviewed annually. | | |
| [Enter here a statement/indicator that demonstrates entrepreneurial activity. Add rows as needed] | | | | | | |
| | | | | Total score: | | |



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ANNEX II – Reflections Report

1. Background Information

Name of Local Coach/Staf:

Contact email of Local Coach/Staff:

2. Score Overview

Calculate the average score within each dimension.

| Organisational Practices | |
|--|-----------------------|
| Key Area | Score |
| Strategy | [Score] / 3 |
| Leadership | [Score] / 3 |
| Rewards | [Score] / 3 |
| Monitoring | [Score] / 3 |
| Digital Strategy | [Score] / 3 |
| Revenue | [Score] / 3 |
| <i>Custom indicator/statement (if applicable). Add rows as needed.</i> | |
| Average Score <i>(Total score divided by the number of indicators)</i> | [Score] / [18] |
| Teaching & Learning | |
| Key Area | Score |
| Curricula | [Score] / 3 |



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| | |
|--|-----------------------|
| Pedagogy | [Score] / 3 |
| SDGs | [Score] / 3 |
| Practice | [Score] / 3 |
| Guidance | [Score] / 3 |
| <i>Custom indicator/statement (if applicable). Add rows as needed.</i> | |
| Average Score <i>(Total score divided by the number of indicators)</i> | [Score] / [15] |
| Products & Services | |
| Key Area | Score |
| Research | [Score] / 3 |
| R&D Integration | [Score] / 3 |
| Markets | [Score] / 3 |
| Incubation | [Score] / 3 |
| Consulting | [Score] / 3 |
| <i>Custom indicator/statement (if applicable). Add rows as needed.</i> | |
| Average Score <i>(Total score divided by the number of indicators)</i> | [Score] / [15] |
| Ecosystem | |
| Key Area | Score |
| Stakeholders | [Score] / 3 |
| Networking | [Score] / 3 |
| WBL | [Score] / 3 |



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| | |
|--|-----------------------|
| Communication | [Score] / 3 |
| <i>Custom indicator/statement (if applicable). Add rows as needed.</i> | |
| Average Score <i>(Total score divided by the number of indicators)</i> | [Score] / [12] |



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3. Areas of strengths - strong entrepreneurial characteristics (highest scores):

For each key dimension, identify areas where the organization reached "Mature (3)". From these areas, identify two good examples of activities that demonstrates strong entrepreneurial characteristics. Briefly discuss the example and highlight how this example demonstrates entrepreneurial features.

| Example | Key Area | Details/discussion | Entrepreneurial features |
|---------------------------------|----------|--------------------|--------------------------|
| Organisational practices | | | |
| 1. | | | |
| 2. | | | |
| Teaching and learning | | | |
| 1. | | | |
| 2. | | | |
| Products and services | | | |
| 1. | | | |
| 2. | | | |
| Ecosystem | | | |
| 1. | | | |
| 2. | | | |



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4. Areas for improvement (lowest scores)

For each key dimension, identify the areas where the organization has lowest scores and thus, it is at "Foundational (1)" or "Developing (2)" level. From these areas, identify two priorities for which you would like to improve. For each of the two areas, identify one to two key barriers that prevent your organisation from improving this area.

| Key area to be improved | Key barriers that prevent improvement |
|---------------------------------|---------------------------------------|
| Organisational practices | |
| 1. | |
| 2. | |
| Teaching and learning | |
| 1. | |
| 2. | |
| Products and services | |
| 1. | |
| 2. | |
| Ecosystem | |
| 1. | |
| 2. | |



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5. Action plan to address areas for improvement

Following the selection of two key areas/priorities to be improved for each dimension, and the identification of barriers to improvement, set improvement objectives and define at least two actions/conditions that need to be in place to overcome the barriers and improve this area.

| Key area to be improved | Improvement objective | Action steps |
|---------------------------------|-----------------------|--------------|
| Organisational practices | | |
| 1. | | |
| 2. | | |
| Teaching and learning | | |
| 1. | | |
| 2. | | |
| Products and services | | |
| 1. | | |
| 2. | | |
| Ecosystem | | |
| 1. | | |
| 2. | | |



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